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Service Paper

PROVIDING FOR INDIVIDUAL DIFFERENCES
IN CIVIC INSTRUCTION

Submitted by

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(B. Ed., Teachers College
Plymouth, N.H., 1930)

In partial fulfillment of requirements for
the degree of Master of Education

1 9 4 6

First Reader : John J. Mahoney, Professor of Education
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Third Reader :

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CHAPTER I

INTRODUCTION TO PROBLEM

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INTRODUCTION TO PROBLEM

Statement of problem.-- Twenty years ago the city in which I teach was a typical New England city. The majority of its population was of Yankee stock. If one reads over the names of the graduating classes of that period, very few foreign ones are found. The majority of people sent their young people into the mills as soon as the state law allowed instead of having them continue their education. The High School enrollment averaged around two hundred, and a large senior class boasted forty graduates.

During the past two decades, this city became the fastest growing in the state. Large numbers of French Canadians swelled the population and furnished the bulk of unskilled laborers necessary to keep the mills running. This year, our High School had an enrollment of over one thousand pupils. We now have two high school buildings instead of one. Our graduating classes number one hundred twenty-five or more, and now include a majority of names of foreign extraction.

Changes are usually accompanied by problems, and this has been true in my community. There have been social and racial conflicts characteristic of minority groups, breakdowns

in home and school discipline, attendance problems, general apathy toward school work and a resultant lowering of standards.

To meet this growth and change in school population, many innovations have taken place both in curriculum, subject content, and teaching methods. In an effort to meet the needs of these changing conditions I have worked out a series of units for the teaching of Civics to eighty-seven pupils of Grade IX. These classes form a quasi "dumping ground" of those who had failed History of Civilization, those who had had difficulty in passing American History in Grade VIII, and special pupils, some ungraded. In a testing program, the majority of this group indicated a combination of low I.Q.'s and reading difficulties. The I.Q.'s ranged from 80 to 120. The reading ability varied from fifth grade to tenth grade level, and the level of comprehension fluctuated as sharply. The age ranged from thirteen to seventeen years.

Since my previous teaching experience had been chiefly in the field of American History with college preparatory groups, the problems I now faced troubled and confused me. The group as a whole was incapable of discussion. How could the pupils carry on oral work when they lacked facts upon which to base opinions? It seemed to me that they were lazy and had no interest in acquiring knowledge, as day after day their assignments appeared unprepared, particularly if there was no written work to be handed in. They evidently felt an

assignment could be ignored if there was nothing specific to be checked by the teacher.

Objectives.-- My specific aim was to find the type of assignment which would best meet the needs of this group. It was my purpose to find the classroom procedure which would provide greater motivation for all the pupils to develop better and more efficient learning techniques. It was also my aim to find a mode which would create a more democratic classroom situation that would give the pupils an opportunity to participate in the functions characteristic of good classroom citizens.

Procedure.-- Various methods were tried in an effort to make the pupils realize that an unwritten assignment was just as obligatory as a written one. Class chairmen were used to direct discussions. The daily chairman would be amply fortified with notes, but would be faced with the same blank wall which I had encountered. Next, study questions were put on the board, which the classes copied and for which answers were to be prepared the next day. Sometimes the discussion was led by a pupil chairman, sometimes by myself. With the use of study questions, a larger number of the group did take part in oral work. The bad feature of this plan was the use of class time to copy down the questions, to say nothing about the danger of inaccuracies in copying. Our commercial department was far too busy to provide me with daily question sheets

but was able and willing to do unit assignments.

Before making unit assignments I consulted the teachers of English, Art, Sociology, Problems of Democracy, American History, and Economics for suggestions. The English department approved of any type of assignment which would aid in developing neatness and accuracy in written work, the ability to use several textbooks instead of one, in providing an opportunity for oral work and further outside reading. The members of the Social Studies department requested that certain topics such as taxation, racial problems, crime, and other social problems should not be included in my work in order to avoid future repetition. They definitely requested a unit on the Constitution, as they have found in the past that not all eighth graders have covered this material. The Art teacher was more than willing to allow materials from that department to be used in correlation with my work.

With these suggestions and this advice in mind I made the three units which are included in this service paper. A fourth unit based on the high school is in the process of preparation. Two of the units, Our Government and My Career Book, have been tried in class with great success. The unit, My Career is based on the outline found in Guidance in Secondary Schools by Koos and Kefauver.^{1/} The other two units are
^{1/} L.Koos and G.N. Kefauver, Guidance in Secondary Schools. New York: The Macmillan Company, 1932, pp.86 and 87.

almost entirely of a knowledge or factual learning type. There was a feeling that the pupils had not yet learned that facts are basic for forming opinions. They were too apt to attempt to weight and to evaluate ideas without knowing the necessary truths. It is hoped that the unit Our Government will aid in providing the background of knowledge which will be helpful and necessary in the formulating of opinions when the problems of the day and age are considered in other Social Studies courses. This unit is divided into four parts in order that the size of the task be kept in accordance with the level of pupil accomplishment. Several textbooks, besides those used in the actual planning of the assignment, were checked to ascertain the most logical way of dividing the lengthy unit of work.

The general organization of these units is based upon Dr. Roy O. Billett's description of the unit method in his book, Education in Secondary Schools.

CHAPTER II

UNIT ORGANIZATION OF THE TOPIC, OUR CITY

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UNIT ORGANIZATION OF THE TOPIC, OUR CITY

Unit.-- Today when so many of us have become familiar with the names and locations of cities and countries scattered all over the world it hardly seems possible that we could be so ignorant about the facts of our own community. In following the infiltration of our fighting men to all the fighting fronts we learned much about the peoples, customs, cultures, industries, and geography of foreign countries. What we have learned has intrigued us and has given many of us an increased desire to travel and see these things for ourselves. Our eyes are focussed on distant horizons and we have less interest in our immediate surroundings. We are like the little boy who, at sunset used to admire the golden windows shining on a distant hill. For years he cherished a desire to visit that spot. Finally, he was able to make the long tedious journey to that other hilltop only to discover that the windows which he had admired so long were made of ordinary glass just like the ones in his own home. As he turned and looked across the valley, the rays of the setting sun were captured for a moment by the windows of his home and they glittered like gold ! He then realized that the beauty he had traveled so far to see was

also to be found right at home. I believe that all of us will find our own community to be as interesting and as surprising as any other we might choose to visit if we will only take the time to become familiar with it. Let us become acquainted with our home town !

Delimitation of the unit.--

1. The early settlers of Meredith Bridge chose the site because of the river which could be used for transportation; because of the fertile fields in which food could be raised; and because they felt that they had put sufficient distance between themselves and the Massachusetts Bay Colony to insure religious and political freedom.
2. Meredith Bridge grew and prospered until it was deemed wise to divide it into what is now known as Laconia, Gilford, and Gilminton.
3. With the passing of time, the people did less farming and built more factories because of the abundant water power.
4. As the number of mills and factories increased, people of foreign extraction swelled the population.
5. Laconia changed from a town into a city.
6. The city is governed by the mayor--council type of government.

7. The citizens of Laconia have a right to be proud of the schools, the public buildings, recreational opportunities, transportation facilities, stores, the hospitals and the industries which have been developed.

Introduction of unit.-- There would be an attempt to have the pupils describe and give impressions of other towns or cities which they have visited or lived in. After a number of these experiences have been given, the teacher would ask the pupils to imagine that they have moved to another city and that a similar discussion was being carried on in one of their classes. "What would you say if you were asked to give a brief and accurate description of Laconia to the class? What information would you feel should be included in such a report?" Some of the pupils would then be called upon to give sample talks on Laconia. The other class members would be allowed to make suggestions or additions. From these activities a pupil goal should be formulated to learn more about their community.

OUR CITY

A. Location

1. According to the City Directory, where is Laconia located ?
2. By road how many miles is it from Boston ?
3. How many miles south of Montreal ?
4. How many minutes by plane is it from Boston ?
5. What lakes surround Laconia ?
6. In what county is Laconia located ?
7. How high above sea level is Laconia ?
8. What river flows through the city ?
9. This river is a main tributary of what river ?
10. What is the average summer temperature ?
11. What is the average winter temperature ?
12. What nickname has Laconia acquired because of its location ?

References :

1. City Directory
2. New Hampshire Register 1945

B. Size

1. How many square miles does Laconia include ?
2. What is the population of Laconia ?
3. What New Hampshire cities are larger than Laconia ?
4. Make a list of the nationalities you know are represented in Laconia's population.
5. What per cent of the population is of French Canadian descent ?

Reference: City Directory

C. Early History

1. When was the first building constructed ?
2. What kind of building was it ?
3. What Massachusetts Bay Colony governor sent an expedition to find the headwaters of the Merrimack River ?
4. In what year did they reach the Weirs Channel ?
5. When was the first permanent settlement made ?
6. What was its name ?
7. When was Laconia incorporated ?
8. When did it become a city ?
9. What was its leading industry in the 1890's and the early 1900's ?
10. What unique patriotic organization, the only one of its kind in the United States, was established at the Weirs ?
11. Who is the only prominent military officer of the country since the Civil War and through World War I who has not spoken at the Weirs ?
12. Where is the oldest house in Laconia located ?
13. What is its name ?
14. When was it built ?
15. What was the date of the opening of the railroad to Laconia ?
16. What was the name of the first locomotive to come to Laconia ?
17. What was the original name of the Weirs ?
18. What does it mean ?

References :

1. New Hampshire, A History--Volume III
2. The Illustrated Laconia
3. The City Directory
4. New Hampshire--Federal Writers' Project, pp.190-192
5. Aqueductan, in Library file, Laconia history
6. Old Meredith and Vicinity--Mary Butler Chapter,
Daughters of the American Revolution.

D. Government

1. Mayor
 - a. Who is the mayor ?
 - b. How is he chosen ?
 - c. What is his term of office ?
 - d. What is his salary ?
 - e. What are his duties ?
2. City Council
 - a. Who are the members of the City Council ?
 - b. How are they chosen ?
 - c. What is the term of office ?
 - d. What salary do they receive ?
 - e. What are their duties ?
3. School Board
 - a. How many members are there ?
 - b. Who are they ?
 - c. How are they chosen ?
 - d. What is the term of office ?

3. School Board

- e. What is the salary ?
- f. What are the duties ?

4. Tax Collector

- a. How is he chosen ?
- b. What is the salary ?
- c. What is the term of office ?
- d. What are the duties ?
- e. Who holds this position ?

5. Board of Health

- a. How many members are on it ?
- b. How are they chosen ?
- c. Who are they, and what are their salaries ?
- d. What are their duties ?

6. Board of Assessors

- a. How many are there ?
- b. How are they chosen ?
- c. Who are they, and what salary do they receive ?
- d. What is their duty ?

7. City Clerk

- a. How is he chosen ?
- b. Who holds this office ?
- c. What are his duties ?
- d. What salary does he get ?

8. City Physician

- a. How is he chosen ?
- b. Who is he ?
- c. What are his duties ?
- d. What is his salary ?

Required :

Make a chart which will give the following information;
the names, how chosen, salary, and duties of the following:

1. Overseer of the Poor
2. City Engineer
3. City Treasurer
4. City Auditor
5. Chief of Police
6. Chief of Fire Department
7. City Solicitor
8. Judge of Municipal Court

References :

1. Annual City Report
2. New Hampshire Register

E. Industries

1. What is the name of the largest manufacturing concern in Laconia ?
2. What does it manufacture ?
3. How long has this product been a part of Laconia's industrial life ?
4. How many people does this concern employ ?

E. Industries (continued)

5. Name some of the products which the machines of this concern make.
6. How many industries are to be found in Laconia ?
7. Make a list of at least thirty such industrial concerns and the products they make.
8. What is the value of the annual production of Laconia ?

References :

1. Aqueductan-- Laconia Press
2. City Directory

F. Laconia as a Shopping Center

1. Laconia serves as a trading center for what part of New Hampshire ?
2. About how many towns and communities trade here ?
3. This represents a shopping population of what size ?
4. How many retail stores does Laconia have ?
5. In the summertime, the shopping population swells to what number ?
6. Is there adequate parking area for automobiles ?
7. Where is the city parking area located ?

References :

1. City Directory

G. Schools

1. How many elementary schools are there ?
2. How many high schools are there ?
3. How many parochial schools are there ?
4. How many pupils attend school ?
5. What monetary value is placed on Laconia's schools and equipment ?
6. How many libraries are there ? Name them.
7. How many teachers are there in the public school system ?
8. How many school days are there each year ?
9. How many evening school courses are offered ?
10. Where are evening school classes held ?
11. What is the enrollment of the high school ?
12. How many pupils in grades 1-9 are enrolled in the parochial schools ?
13. How many pupils in grades 1-7 are enrolled in the public schools ?
14. How much money did it cost Laconia to maintain its schools during the school year 1945-1946 ?
15. This represents what cost per pupil ?

References:

1. City Directory
2. Annual City Report

H. Medical Facilities

1. How many doctors does Laconia have ?
2. How many of these doctors belong to the Laconia Clinic?
3. What is the purpose of the Clinic?
4. How many patients can the Laconia Hospital accommodate?
5. What plans have been made for the future of the Hospital?
6. What is meant by socialized medicine?
7. Would you approve of its use in Laconia?
8. Write a paper giving the reasons for your answer to question 7.
9. On a separate paper make an alphabetized list of the doctors in Laconia and tell what kind of doctor each one is.

Reference:

1. City Directory

I. Agriculture

1. How many farms are there in Laconia?
2. What is the most important agricultural enterprise?
3. What products rank next?
4. What is the annual value of farm products?
5. Through what agency do the local farmers do most of their buying and selling?
6. What agricultural organizations are popular and active around Laconia?

Reference: 1. City Directory

J. Recreational Opportunities

1. How many parks does Laconia have ? Name them.
2. What recreational opportunities does the Laconia Country Club provide ?
3. Make a list of the recreational opportunities available during the summer months.
4. Make a list of recreational opportunities available during the winter months.
5. Belknap Mountains Recreation Area
 - a. How far is it from Laconia ?
 - b. How many acres does it contain ?
 - c. How many miles of ski trails are available ?
 - d. How many ski slopes are there ?
 - e. How many ski tows are operated ?
 - f. How many chair tows are operated ?
 - g. How many ski jumps are there, and what is the size of each ?
 - h. How many cars may be parked at the area parking space ?
 - i. What important ski meet takes place here ?

References:

1. City Directory
2. Vacation Facts
3. Spot for Sports

K. Transportation

1. What railroad line runs through Laconia ?
2. How many railroad stations are there ?
3. How many passenger trains are operated out of Laconia station daily ?
4. What company takes care of local transportation ?
5. How many buses do they have ?
6. How often do they run ?
7. There is bus service to what cities ?
8. What plane service is there from Laconia ?
9. How large is the airport ?
10. What main highway goes through Laconia ?

References:

1. City Directory

L. Miscellaneous

1. How many churches does Laconia have ?
2. How many hotels are there? Name them.
3. How many people can these hotels accommodate ?
4. How many guest homes are there ?
5. How many cabin villages ?
6. How many theatres are there ?
7. What is the seating capacity of the Colonial Theatre ?
8. What radio station is located in Laconia ?
9. What state institution is located here ?
10. How many newspapers are printed in Laconia ?

L. Miscellaneous (continued)

11. What are their names ?
12. How many people are employed by the Post Office ?
13. Is Laconia's water company privately or city owned ?
14. How many policemen serve Laconia ?
15. How many firemen serve Laconia ?

References :

1. City Directory
2. City Annual Report
3. New Hampshire Register

Required Work:

1. Answer all questions on outline.
2. Organize material into a booklet with an attractive cover, title page, and table of contents.
3. Prepare an oral talk on any one of the major items in the outline.

Optional Activities (choose two)

1. Make a drawing of the city seal, and be able to explain its significance and its use.
2. Draw a map of Laconia showing the location of all federal, state, and municipal buildings, parks, and rivers.
3. Write an imaginary story based on the naming of Lake Winnepesaukee.

Optional Activities (continued)

4. Make a soap carving of one of our public buildings.
5. Draw a poster which could be used to advertise Laconia.
6. Make a full report on one of our local industries.
7. Visit the historical exhibition at the Gale Memorial Library and prepare a written report on it.
8. Look up material on the early schools in Laconia and be prepared to give an oral report on them.
9. Choose some event or incident connected with the early history of Laconia to report to the class.
10. Prepare a table model of the first building in Meredith Bridge.
11. Draw a map of New England and show how Laconia is connected by various transportation facilities such as train, bus, and plane with the rest of New England.
12. Prepare a table model of our airport.
13. Make a Laconia scrapbook.
14. Draw a cartoon illustrating why we needed the new sewerage disposal system which the City Council has just voted to have built.
15. Present a set of tableaux to be enacted to illustrate some incidents based on the early history of Meredith Bridge.

CHAPTER III

UNIT ORGANIZATION OF THE TOPIC, MY CAREER

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UNIT ORGANIZATION OF THE TOPIC, MY CAREER

Unit.-- Psychology points out that uncertainty is one of the major causes of worry among adults. Uncertainty about the future, uncertainty about health, and in many cases, uncertainty about a job is responsible for much unhappiness. Vocational problems are oftentimes due to the fact that people just drift into jobs; they do not take the time or make the effort to plan one of the most important phases of life. More and more the public schools are stressing the fact that vocational guidance should be and must be one of education's chief aims. We should consider it our duty to help the individual to know himself and to aid him in planning for a future that would best satisfy his interests and abilities. If this is to be done, the pupils should be encouraged to set up a tentative vocational goal. This goal may be changed several times, but the important thing is to have something to aim at.

Delimitation of the unit.--

1. All jobs offer some service to humanity and to the community.

2. With the present-day wide diversity of kinds of work required, all degrees of interests and skills would be able to find compatible job duties.
3. Working conditions vary greatly and all jobs have advantages and disadvantages.
4. In this age of specialization, all jobs require some degree of training. Schooling, apprenticeship and specialized education are the means of obtaining training.
5. Jobs do affect the worker. It is a prevalent idea that school teachers, nurses, office workers and mechanics can be spotted because of certain characteristics developed as a result of their work.
6. Compensation is an important consideration, though not the most important one, when a person is considering vocational possibilities.

Introduction.-- The general labor situation in the country was used as an introduction to this unit. The strikes, labor's demands, the attitude of the manufacturers, and the resultant rise in the cost of living were some of the aspects discussed. We made lists of the industries in our community and the labor organizations represented in these industries. When the laborers in one of the local mills went out on a strike, the pupils obtained a vivid picture of the causes and effects of labor's most powerful weapon. The classes outlined universal job desires such as, a better than bare living wage,

good working conditions, protection against accidents, and reasonable working hours. Even though the vocational interests of pupils in Grade IX are not firmly fixed, all of them have dreams of what they hope to do in the future. All had vocational aspirations and enjoyed organizing a booklet based on that future job. These booklets proved to be a help in planning the individual's future course of study best suited to his needs, interests and abilities.

Outline for Career Book

A. Structure of Book

1. Cover

- a. Durable
- b. Artistic--remember the beauty of simplicity.

2. Title Page

- a. Title
- b. Author
- c. Date of completion

3. Dedication

- a. Dedicate your book to someone who has inspired and encouraged you.

4. Foreword

- a. The foreword should express the purpose of your book.

5. Table of Contents

6. List of illustrations

B. Subject Matter

1. Chapter I. Importance of Occupation
 - a. Service to humanity and community
 - b. History of occupation
 - c. Number of persons employed
 - d. U.S. Employment Census
 - e. Successful leaders
 - f. Future of occupation
 - g. Comparison with other occupations
 - h. Opportunities for employment in this city
2. Chapter II. Work Done.
 - a. Kinds of workers
 - b. Duties
 - c. Typical day's work
3. Chapter III. Advantages.
 - a. Working conditions
 - b. Opportunities for self-expression
 - c. Chances of advancement
4. Chapter IV. Disadvantages.
5. Chapter V. Personal Qualifications
 - a. Requirements for the occupation
 - b. Personal analysis
 1. Mental
 2. Moral
 3. Physical
 4. Social
6. Chapter VI. Special Training Required
 - a. Necessary and desirable schooling
 - b. Apprenticeship
 - c. Specialized education
7. Chapter VII. Effects on Worker
 - a. Effects on Personality
 - b. Mental and physical strain
 - c. Satisfaction in work
 - d. Monotony
 - e. Security

8. Chapter VIII. Compensation

- a. Wages and wage scale
- b. Standard of living

9. Chapter IX. Future Trends

10. Bibliography

Arrange alphabetically, according to authors; give full name, complete title of book, place and date of publication. For example, Lyon, L.S. Making A Living, New York: Macmillan, 1926; Smith, L.S., and M.A. Blough, Planning A Career, New York: American Book Company, 1929.

The following textbooks are the ones used in the Vocational Bibliography:

1. Brewer, J.M., Occupations. New York: Ginn and Company, 1936.
2. Chapman, P.W., Occupational Guidance. Atlanta: Turner and Smith Company, 1937.
3. Davis, F.G., and B.C. Davis, Guidance for Youth. New York: Ginn and Company, 1937.
4. Giles, I.K., Occupational Civics. New York: Macmillan, 1937.
5. Rexford, F.A. et al. Beyond the School. New York: Henry Holt Company, 1933.
6. Smith, L.W. and G.L. Blough, Planning A Career. New York: American Book Company, 1936.

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Vocation I Agriculture

Brewer, pp.235-262; Chapman, pp.57-114; Davis, pp.39-73;
Giles, pp.61-79; Smith and Blough, pp.53-80.

1. Practical Farming

Chapman, pp.57-74
Davis, pp.47-49
Smith and Blough, pp.63-65

2. Stock Raising

Brewer, pp.244-245
Davis, pp.56-57
Giles, pp.71-72
Smith and Blough, pp.65-66

3. Poultry Raising

Brewer, pp.247
Davis pp.52-55
Smith and Blough, pp.68-70

4. Flower Raising

Brewer, 250-251
Davis, 61-63
Smith and Blough, 71

5. Dairy Raising

Brewer, 245-247
Davis, 48-52
Giles, 71
Smith and Blough, 66-68

6. Women in Farming

Brewer, 243
Giles, 70-71

7. Bee Keeping

Brewer, 251
Smith and Blough, 70-71

8. Fruit Growing

Brewer, 248-250
 Davis, 62-63
 Smith and Blough, 51, 71, 30-34

9. Forestry and Lumber

Brewer, 258-260
 Chapman, 100-114
 Davis, 65-73
 Smith and Blough, 71-80

10. Farm Management

Brewer, 258
 Davis, 45
 Giles, 69
 Smith and Blough, 64

Vocation II The Building Trades

1. Brewer, 301-321; 2. Chapman, 358-394; 3. Davis, 87-106;
 4. Giles, 155-164; 5. Smith and Blough, 128-152.

1. Carpenter

Brewer, 302, 309-312
 Davis, 89-92
 Giles, 155
 Smith and Blough, 128, 137-138

2. Plumber

Brewer, 302, 316-317
 Davis, 104-106
 Smith and Blough, 139-140

3. Plasterer

Brewer, 316
 Davis, 97-98
 Smith and Blough, 140

4. Electrician

Brewer, 302, 313-314
Davis, 102-105
Smith and Blough, 138-139

5. Painter

Brewer, 312, 314-316
Davis, 100-102
Smith and Blough, 140-141

6. Paper-hanger

Brewer, 314-316
Davis, 100-102
Smith and Blough, 141-142

7. Mason

Brewer, 302, 313
Davis, 94-97
Smith and Blough, 130

8. Steel Worker

Brewer, 317-318
Chapman, 358-373
Smith and Blough, 137

9. Draftsman

Brewer, 217
Davis, 144
Smith and Blough, 125-126

10. Contractor

Brewer, 302-303, 312-313
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Giles, 155-157
Smith and Blough, 133

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Vocation III The Mechanical Trades

Brewer, 286-300; Davis, 81-86;133-152; Giles, 140-152;
Rexford, 104-119; Smith and Blough, 124-128

1. Machinist

Brewer, 294
Davis, 141-143
Giles, 142-143
Smith and Blough, 126-128

2. Molder

Brewer, 294
Davis, 142
Smith and Blough, 126

3. Pattern Maker

Brewer, 298
Davis, 94
Smith and Blough, 126

4. Cabinet Maker

Brewer, 311-312
Davis, 92-94
Smith and Blough, 128

5. Automobile Mechanic

Brewer, 288-289
Davis, 81-85
Smith and Blough, 236

6. Structural Steel Worker

Brewer, 296-298, 317-318, 165-166
Smith and Blough, 104-108, 137

7. Blacksmith

Brewer, 289-290

8. Boilermaker

Brewer, 290-291

9. Sheet Metal Worker

Brewer, 218-219
Smith and Blough, 137

10. Printer

Brewer, 291-292
Davis, 148-150
Giles 153-155
Rexford 104-118
Smith and Blough 266-269

11. Electrician

Brewer 313-314
Davis 102-104
Smith and Blough 138-139

12. Airplane Manufacturing

Brewer 286-288

13. Designer

Brewer 292-293
Davis 144
Smith and Blough 125

14. Draftsman

Brewer 293
Davis 144
Smith and Blough 125-126

15. Millwright

Brewer 295

16. Tool Maker

Brewer 295
Smith and Blough 128

17. General Mechanic and Oiler

Brewer 295-296
Smith and Blough 236

18. Railroad Mechanic

Brewer 296
Chapman 213-217

19. Industrial Fireman and Stationary Engineer

Brewer 296

20. Automobile Manufacturing

Brewer 288-289
Chapman 193-205
Davis 138-147
Giles 108-110
Smith and Blough, 23-25

Vocations IV and V

The Clerical and Commercial Occupations

1. Brewer, 179-213, 428-429, 525-540
2. Chapman, 281-357
3. Davis, 153-214
4. Giles, 84-103, 131-138, 234-235, 257
5. Rexford, 136-151, 168-195, 240-249, 347-362
6. Smith and Blough, 170-197, 257, 263-264, 296-333.

1. Accountant

Brewer 187-188
Chapman 308-311
Davis 209-214
Giles 97-98
Rexford 182-186
Smith and Blough, 188-189, 314-315

2. Banker

Brewer 201-203
Chapman 291-292
Giles 131-138
Rexford 360-362
Smith and Blough, 171, 180-187

3. Broker

Brewer 203
Giles 135

4. Real Estate

Brewer 199-200
Smith and Blough 193-195, 323-324

5. Insurance

Brewer 198-201
Chapman 289-291
Davis 164-172
Smith and Blough 193-194, 324-326

6. Salespeople

Brewer 195-198
Chapman 287-289, 318-339
Giles 89
Rexford 150
Smith and Blough 175-177, 296-298, 305-307

7. Business Manager

Brewer 87-90
Davis 182
Giles 100-101
Rexford 147-148
Smith and Blough 301-305

8. Wholesale Selling

Brewer 206-207
Rexford 139
Smith and Blough 178-180

9. Service Departments

Davis 181
Rexford 147
Smith and Blough 178, 305-308

10. Bookkeeper

Brewer 186-188
Chapman 299-317
Giles 97
Rexford 182
Smith and Blough 188, 314

11. Buyer

Davis 184-186
Giles 90
Rexford 142-143
Smith and Blough 174, 309

12. Personnel Management

Rexford 144
Smith and Blough 177-178, 307-308

13. Advertising

Brewer 198-199
Davis 153-162
Giles 92-93
Rexford 149
Smith and Blough 175, 304-305

14. The Educational Director

Davis 192-194
Smith and Blough 178

15. Credit and Finance

Brewer 186-188
Giles 98
Rexford 141
Smith and Blough 189, 309-314

16. Stenography

Brewer 183-186
Davis 205-207
Giles 96
Rexford 190-192
Smith and Blough 189, 315-317

17. Typist

Giles 99-100
Rexford 190
Smith and Blough 189-190, 322

18. Clerk

Brewer 181-183
Smith and Blough 190-191, 321-323

19. The Private Secretary

Brewer 186
Davis 203-205
Giles 97
Rexford 193
Smith and Blough 191-193, 320-323

20. The Department Store

Davis 182-194
Rexford 141-142
Smith and Blough 298-301

21. Merchandise

Davis 180-194
Rexford 147
Smith and Blough 301-304

22. Retail Selling

Brewer 181-182
Chapman 318-339
Rexford 136-138
Smith and Blough 296-298

23. Hotel and Restaurant

Chapman 428-444
Davis 173-179
Giles 234-235
Rexford 240-249
Smith and Blough 263-264

24. Pharmacy

Brewer 428-429
Davis 196-200
Giles 210
Smith and Blough 257

25. Delivery Man

Brewer 188-189
Giles 95
Smith and Blough 309

Vocation VI

The Occupations of Transportation and Communication
(Public Utilities)Bibliography

Brewer 322-344; Davis 117-132; Giles 104-130; Rexford 152-160;
Smith and Blough 147-169

1. Telephone Worker

Brewer 336-337
Giles 128
Rexford 273-274
Smith and Blough 165-168

2. Telegraph Worker

Brewer 336-337
Giles 128
Rexford 152-160
Smith and Blough 159-168

3. Aviator

Brewer 323-324
Davis 127-130
Giles 110-112
Rexford 271-273
Smith and Blough 159-164

4. Air Stewardess

Brewer 325
Rexford 273
Smith and Blough 403-404

5. Street Railway Worker

Brewer 333-334
Giles 118-120
Smith and Blough 154-156

6. Water Transportation Worker

Brewer 339-341
Davis 126-127
Giles 108
Smith and Blough 157-159

7. Railroad Worker

Brewer 326-333
 Davis 117-126
 Giles 106-108, 114-118
 Rexford 268-270
 Smith and Blough 149-154

8. Radio Worker

Brewer 337-338
 Giles 6, 128-130
 Smith and Blough 165-168

9. Taxi Driver and Chauffeur

Brewer 334-336
 Davis 130
 Giles 118-120
 Smith and Blough 156-157

10. Bus Driver

Brewer 334-336
 Davis 130- 131
 Giles 118-120
 Smith and Blough 156-157

 Vocation VII: Working for the Government (Public Service)

References:

Brewer 345-363; Davis 307-316; Giles 275-303; Rexford 250-261;
 Smith and Blough 198-220

1. Army, Navy, and Marine Corps

Giles 295
 Smith and Blough 207-215

2. Foreign Service

Brewer 361
 Giles 296
 Smith and Blough 204-207

3. Civil Service

Brewer 361
Davis 309-316
Giles 296-301
Smith and Blough 200-202

4. Firemen

Smith and Blough 217-219

5. Police Work

Brewer 347, 351, 356
Giles 276
Rexford 255
Smith and Blough 215-217

6. Postal Service

Brewer 338, 347
Giles 278
Smith and Blough 202-204

7. Federal Departments

Brewer 353-362
Davis 307-316
Giles 262-264, 265-266, 269-272
Rexford 251-255
Smith and Blough 198-202

8. State and County Department

Brewer 351-353
Giles 264-265, 266, 272-273

9. City Departments

Brewer 348-351
Giles 265, 266, 288-290

Vocation VIII: Domestic and Personal Workers

Bibliography:

Brewer 214-234; Davis 173-179; Giles 231-246; Rexford, 240-249;
Smith and Blough, 262-273, 395-404.

1. The Barber

Brewer 228-230
Giles 238-240
Smith and Blough 265-266

2. The Beauty Shop Operator, (Hairdresser and Manicurist)

Brewer 228-230
Giles 238-240
Rexford 231-239
Smith and Blough 396-398

3. The Domestic (House Servant)

Brewer 150, 214, 230-233
Smith and Blough 262-264, 386-387

4. The Waiter and Waitress

Brewer 226-228
Rexford 243-244
Smith and Blough 264-265

5. The Hostess

Brewer 221- 232
Davis 173-179
Giles 244
Rexford 242, 248-249
Smith and Blough 390-394

6. The Optometrist

Brewer 428

7. The Undertaker (Funeral Director)

Brewer 206
Smith and Blough 271

8. The Steward
Brewer 230-232
Rexford 79-84
Smith and Blough 265-266
9. The Tailor
Brewer 226
Giles 236-237
Rexford 79-84
Smith and Blough 265-266
10. The Milliner
Brewer 225-226
Davis 114-116
Smith and Blough 339-404
11. The Dressmaker
Brewer 224-225
Davis 107-113
Giles 236
Rexford 86-92
Smith and Blough 401-405
12. The Launderer and Dry Cleaner
Brewer 226-230
Giles 242
Rexford 97-103
Smith and Blough 265-266
13. The Cook and Caterer
Brewer 228
Davis 173-178
Giles 234-235
Rexford 247
Smith and Blough 262-265
14. The Janitor
Brewer 232-233
Giles 241-242
Smith and Blough 271-272
15. The Dietician
Brewer 228
Davis 173-178
Giles 234
Smith and Blough 391-392

Vocation IX: Manufacturing and Miscellaneous Occupations

Bibliography: Brewer 228, 260-283, 298; Davis, 74-80, 133-138; Giles, 80-82, 140-142, 160-163; Rexford, 74-92, 120-135, 312-20; Smith and Blough, 80-81, 85-124, 270-271, 286-288.

1. Miner and Other Extractors

Brewer 263-267
Davis
Smith and Blough 85-93

2. Manufacturers of Non-Durable Goods (Makers of Necessary Articles)

Brewer 267-275
Davis 133-138
Giles 142-152
Rexford 74-92
Smith and Blough 97-104

3. Classification of Factory Workers

Brewer 269-275
Giles 146-149
Smith and Blough 120-124

4. Training for Manufacturing

Brewer 279-282
Giles 160-163
Rexford 90-282
Smith and Blough 120-122

5. Manufacturers of Food (Bakers)

Brewer 228
Rexford 120-135
Smith and Blough 190-194

6. Women in Industry

Brewer 282-283
Giles 160-163
Rexford 312-320
Smith and Blough 286-288

8. Upholsterers

Brewer 298
Smith and Blough
270-271

7. Fishermen

Brewer 260
Giles 80
Smith and Blough 80-81

Note: Many individual occupations will be found in the 600 class in the library. See file on Occupations.

CHAPTER IV

UNIT ORGANIZATION OF THE TOPIC, OUR GOVERNMENT



CHAPTER IV

UNIT ORGANIZATION OF THE TOPIC, OUR GOVERNMENT

Unit.-- Everyone knows something about government. We are in much closer contact with our local government, but everyone in the United States has a common interest in the national government. Our Constitution was the result of a compromise between two extreme political ideas. The people of the colonial period felt very bitter about the strong centralized government of England. This attitude was responsible for the drawing up of the Articles of Confederation which were so decentralized that they were too weak to serve the purpose for which they were created. Reaction against the weak incompetent government resulted in the constitutional convention which was held in Philadelphia in May, 1787. The delegates to the convention had been instructed to revise the Articles, but they had to draw up an entirely new document which became known as The Constitution of the United States.

In spite of the vast scope of its work, its organization is simple and easy to grasp. The new Constitution provided for three departments of government: executive, legislative, and judicial. Executive authority was vested in the president,

elected by electors from each state, who were to find the best man for the position. The president was elected for a term of four years. The legislative department consisted of a Senate and a House of Representatives. Members of the Senate, only one third of whom were to be elected at one time, were chosen by the state legislatures for a period of six years. Members of the House of Representatives were to be elected by the people for a two-year term. The judicial department was headed by a Supreme Court, members of which were to be chosen by the president, with the approval of the Senate, and were to hold office for life.

The Constitution is the fundamental law of the land. Out of the ideas found in its pages have come the great national government departments which we know. Ideas sometimes become accepted ways of living, and are used to control the lives of men. This happened in the case of the Constitution.

Delimitation of unit.--

1. When it was proven that the Articles of Confederation were too weak to weld the thirteen colonies into a strong united nation, the ablest men of that day met to revise the Articles. When the convention assembled, it was decided to draw up an entirely new constitution which provided for three departments of government: executive, legislative, and judicial.

2. The Constitution is a written agreement entered into by the people of the forty-eight states. The division of powers between the National and State governments is defined in the tenth amendment :
"The powers not delegated to the United States by the Constitution, nor prohibited by it to the States are reserved to the States."
3. The Constitution provides for a bicameral law-making body. Any bill in order to become a law must be approved by both the Senate and the House of Representatives.
4. The President is, first of all, chief executive; but he has much influence in law-making and he has some powers of a judicial character. His thoughts and acts influence in a great measure the thoroughness of the enforcement of laws, the spirit and motives of our policies as a nation, and the respect which is felt for us by the people of the rest of the world.
5. Our federal courts are concerned with questions that bear upon the Constitution of the United States, the laws made by Congress, or treaties that are made by the national government. They have nothing to do with the enforcement of State laws.

Introduction of Unit.-- Rules and regulations are necessary whenever and wherever groups of people live and work together. In a democratic form of government, such as ours, these ideas of conduct, when written, become laws which serve to safeguard the rights of all by regulating the actions of all. It is easy to see that the ideals and attitudes of a people will be reflected in the type of government which they establish to manage their affairs.

The Constitution of the United States is the oldest and the best constitution in the world. Other peoples have tried to emulate it, but, for various reasons, none have achieved the same degree of success which we have attained in organizing and practicing democracy. The mere possession of the best constitutional form of government in the world does not mean that there are no weaknesses and inefficiencies which need correction. All of us know that there are undemocratic practices and problems which need to be solved. It is necessary, however, that we know and understand the laws which govern us before we can take steps to improve them.

In a comparatively few years, in the eyes of the law, you will have become adults. At the age of twenty-one years you become voting citizens and you may participate in deciding vital questions by exercising the right to vote. It is our custom to settle our problems peaceably through the use of the ballot or through our chosen representatives. We have

tried to aid the sick, the aged, and the unemployed. Our way of doing things is not always easy; it is sometimes slow and costly, but we still feel that it is the best method. The improvement of our way of life in the future depends upon a well-informed citizenry. There is no room for selfishness, lack of cooperation or ignorance. If we would meet the challenge of maintaining a democratic nation, we must understand the provisions of the Constitution in order to be prepared to take whatever action is necessary to cooperate with our government. There are two types of citizens. One is the active citizen who is well-informed about his government and is eager to assume the responsibilities of civic duties. Then, there is the passive citizen who is disinterested, indifferent, and a civic shirker. To which class do you intend to belong?

The Unit Assignment

Part A- The Constitution of the United States of America

A. Our National Government and Its Constitution

1. Our interest in the National Government

- a. We live under what three governments ?
- b. Name two services the National Government renders us.

2. Constitutional government .

- a. What is a constitution ?
- b. What is the purpose of a constitution in government ?
- c. What is the value of written rules and regulations?
- d. What types of government are the following ?

- (1) monarchy _____
- (2) oligarchy _____
- (3) democracy _____
- (4) republic _____

3. The Constitution is our fundamental law.

- a. What unique place does our government have among the governments of the world ?
- b. Who in the United States is subject to our Constitution ?

4. Purposes of the National Constitution.

- a. List the six purposes of the Constitution as stated in the preamble.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

- b. Who established the Government of the United States?

5. How our Constitution came into existence.

- a. When and where did the Constitutional Convention meet ?
- b. How many delegates attended ?
- c. What colony was not represented at the Convention?
- d. Who was chosen President of the Convention ?
- e. Who is known as "Father of the Constitution" ?
- f. How long did it take to draw up the Constitution?
(number of days)
- g. When did the Convention cease its labors ?
- h. What is the opening statement of the Constitution?
- i. When was the Constitution adopted and signed ?

6. Why the Constitution was made.

- a. What government was used prior to the Constitution?
- b. What were some of the weaknesses of this government ?
- c. Whom did the congress represent ?
- d. What conditions existed about taxes ?
- e. How was trade regulated ?

7. Our National Government is a republic.

- a. How may a republic be defined ?
- b. What laws may the National Government enforce within the states ?
- c. What kind of laws do the states regulate ?

8. The powers of the National Government.

- a. What are the eight important powers of the National Government ?

1) _____

2) _____

- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____

9. The division of authority in our National Government.

- a. What are the three main divisions of our government ?
- b. What is the chief duty of each ?
- c. What part of the Constitution deals with the general powers of Congress ?
- d. What part deals with the House of Representatives?
- e. What part deals with the Senate ?
- f. What part deals with the Executive Department ?
- g. What part deals with the courts ?
- h. What part deals with the relations of the National Government to the various states ?
- i. What part gives the manner in which the Constitution may be amended ?
- j. What parts specifically protect the rights of the individual and are known as the Bill of Rights ?
- k. What part deals with the voting rights of citizens ?

10. Amending the Constitution

- a. What vote is necessary in the Senate to approve of an amendment ?
- b. What vote is necessary in the House of Representatives ?

10. Amending the Constitution (continued)

- c. If a proposed amendment is approved by Congress, what has to be done then ?
- d. What vote of the state legislature on state conventions is necessary ?
- e. How many amendments have received the necessary vote for submission to the States ?
- f. How many amendments have been adopted ?
- g. How much time is necessary to secure an amendment to the Constitution ?
- h. The difficulty of amending the Constitution is of what value ?

11. The Bill of Rights

- a. How many amendments are in the Bill of Rights ?
- b. When were they proposed ?
- c. When were they adopted ?
- d. Why are they called the Bill of Rights ?
- e. What does Amendment I state ?
- f. What does Amendment II state ?
- g. What does Amendment III state ?
- h. What does Amendment IV state ?
- i. What does Amendment V state ?
- j. What does Amendment VI state ?
- k. What does Amendment VII state ?
- l. What does Amendment VIII state ?
- m. What does Amendment IX state ?
- n. What does Amendment X state ?

References:

1. Civics in American Life- Edmonson-Dondineau
 2. New Community Civics- Hughes
 3. My Worth to the World- Capen-Melchior
 4. American Government-- Macgruder
 5. The Key to the Constitution of the United States-Harley
 6. The Story of the Constitution-- Bloom
-

Required Work:

1. Completion of the outline.
2. Memorize the Preamble.

Optional Activities :

1. Prepare an oral report on the Constitutional Convention.
2. Prepare an oral report on three famous men who attended the Constitutional Convention.
3. Write a brief letter which George Washington might have sent to Mount Vernon during the summer he was attending the Constitutional Convention.
4. Draw a poster that might have been used in the campaign for the ratification of the Constitution.
5. By means of cartoons, illustrate the need for a strong central government in the United States after the Revolution.
6. Compare the Constitution with the Articles of Confederation.
7. Write an editorial such as might have appeared in the New Hampshire Sentinel presenting the weaknesses of the Articles of Confederation.

Part B- The Legislative Department

B. The Organization and Work of Congress

1. The legislative branch of our government.

- a. What is meant by legislative ?
- b. How many houses does Congress have ?
- c. What are they called ?
- d. The other divisions of our government have to depend upon Congress for what two things ?

2. Why Congress has two divisions.

- a. What other legislative body does Congress resemble?
- b. Explain the similarity.
- c. What quarrel between the states led to the formation of a two house Congress?
- d. What was the name of the Compromise which settled their issue ?
- e. How many Congressmen are there in the present Congress ?
- f. Who are the New Hampshire representatives to Congress ?
- g. What is the number of this Congress ?

3. Senate

- a. How many senators are there ?
- b. How are they elected ?
- c. What amendment to the Constitution changed the method of the election of senators ?
- d. How were they elected before 1913 ?
- e. What is their term of office ?
- f. How many terms may a person serve ?

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

BY JOHN BURNET

OF THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

THE FIRST

OF THE SECOND

OF THE THIRD

OF THE FOURTH

OF THE FIFTH

OF THE SIXTH

OF THE SEVENTH

OF THE EIGHTH

OF THE NINTH

OF THE TENTH

OF THE ELEVENTH

OF THE TWELFTH

OF THE THIRTEENTH

OF THE FOURTEENTH

OF THE FIFTEENTH

OF THE SIXTEENTH

OF THE SEVENTEENTH

3. Senate (continued)

- g. How often are elections of senators held ?
- h. Why ?
- i. What qualifications must a candidate for the Senate have ?
- j. What salary does a senator get ?
- k. Who presides over the Senate ?
- l. Does the presiding officer vote ?
- m. What salary does he get ?

4. House of Representatives

- a. How many representatives are there ?
- b. There is one representative to how many inhabitants ?
- c. How is the number of representatives from each state determined ?
- d. What qualifications must a representative have ?
- e. What is his term of office ?
- f. How many terms may he serve ?
- g. What salary does he get ?
- h. Who presides over the House ?
- i. How is he chosen ?
- j. What is his salary ?

5. The type of man and woman required in Congress.

- a. What type of problem does Congress try to settle?
- b. What are some of the characteristics a congressman should have ?
- c. How does Congress help determine the governmental policy of the United States?

5. The type of man and woman required in Congress (continued)

- d. Why are congressional elections important ?
- e. How is a state divided into congressional districts ?
- f. Who determines the methods of election ?
- g. Must a congressman be a resident of the district that elects him ?

6. Congressional Sessions

- a. What does the Twentieth Amendment provide ?
- b. Why is it called the "Lame Duck Amendment" ?
- c. Why was this amendment passed ?
- d. When does Congress assemble ?
- e. When do the terms of congressmen begin ?

7. Rules of parliamentary procedure

- a. What is the usual order of business for a legislative group ?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
- b. What are the duties of the presiding officer ?
- c. Parliamentary law prescribes the duties for what other officer ?
- d. What is the value of the "committee system" ?

8. Speaker of the House

- a. Who elects the Speaker ?
- b. How are candidates for this position chosen ?
- c. Why does the Speaker have great influence ?
- d. What control does he have over those who wish to speak ?
- e. Does he have much contact with the President ?

9. Committee System of Congress

- a. Why are committees necessary ?
- b. How many committees does the House have ?
- c. How many does the Senate have ?
- d. What does the government provide for each committee ?
- e. What action is taken on the more important measures which come before a committee ?
- f. List the more important committees of the
House of Representatives Senate
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.
- g. The chairmen of these committees are usually chosen how ?

10. Powers of Congress

- a. In what Section and Article of the Constitution are the powers of Congress listed ?

10. Powers of Congress (continued)

- b. Make a list of the eighteen most important powers which Congress has.

- | | |
|----|-----|
| 1. | 10. |
| 2. | 11. |
| 3. | 12. |
| 4. | 13. |
| 5. | 14. |
| 6. | 15. |
| 7. | 16. |
| 8. | 17. |
| 9. | 18. |

- c. What is meant by implied powers ?
- d. What does the Tenth Amendment state ?
- e. Where is the so-called "elastic clause" found ?
- f. What does it mean ?

11. Special Powers of the Senate and House of Representatives.

- a. In what way do both houses enjoy almost equal rights ?
- b. What special powers does the Senate have ?
- 1.
 - 2.
 - 3.
 - 4.
- c. What is the result of these powers ?
- d. What special powers does the House of Representatives have ?
- 1.
 - 2.
 - 3.
 - 4.
- e. What is the result of these powers ?

12. Limitations on the power of Congress

- a. Why were restrictions placed on the power of Congress ?
- b. List five restrictions placed upon Congress.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

13. The Congressional Record

- a. What is the Congressional Record ?
- b. What is meant by "leave to point" ?
- c. How can the general public get copies ?
- d. How often is the Record given to Congressmen ?
- e. Who corrects the English of the speeches contained in the Record ?

14. The Lobby System

- a. What is a lobbyist ?
- b. How many organizations exert this type of pressure on Congress ?
- c. What is the nickname for these pressure groups ?
- d. What is the "Invisible Government" ?
- e. What is the value of the lobby ?
- f. What may be the harm of the lobby ?

15. Congress and the President

- a. In what four ways can a strong and capable President have great influence in determining what laws shall be passed ?
 - 1.
 - 2.
 - 3.
 - 4.

15. Congress and the President (continued)

- b. Why is it often difficult for the President and Congress to work together harmoniously ?
- c. What condition exists between President Truman and Congress ?
- d. What effect has this had on needed legislation ?
- e. In case of disagreement, what should both sides do ?

References:

1. Civics in American Life-- Edmonson-Dondineau
 2. New Community Civics--Hughes
 3. American Government-- Macgruder
-

Required Work :

1. Completion of the outline
2. Trace a bill through Congress. Draw a diagram showing its passage through the various committees and sub-committees.

Optional Activities :

1. Prepare an oral report on the Library of Congress.
2. Prepare a bulletin display based upon Congress. (Minimum number of illustrations--ten).
3. A written report on The Senators from Our State.
4. Make a drawing of the Seal of the United States and be able to explain its significance and use.
5. Make a drawing of the Mace and be able to explain its use.

Part C.- The Executive Department

C. The President and the Executive Branch

1. The Presidency

- a. List the qualifications as set forth in the Constitution.

- 1.
- 2.
- 3.

- b. What salary does the President receive ?

- 1.
- 2.
- 3.

- c. What is the term of office ?

- d. How is the President elected ?

- 1.
- 2.
- 3.
- 4.
- 5.

- e. Oath of Office

1. What is it ?
2. Who administers it ?
3. When and where is it administered ?

- f. Vacancy

1. In case the President is removed by impeachment, death, resignation, or inability, who becomes President ?
2. What does the Presidential Succession Act of 1886 provide ?

- g. What are the ten most important powers and duties of the President ?

g. What are the ten most important powers and duties of the President (continued)

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

h. Removal from office by impeachment necessitates what two steps ?

- 1.
- 2.

2. The Vice-President

a. Qualifications ?

- 1.
- 2.
- 3.

b. How is he elected ?

- 1.
- 2.

c. What is his term of office ?

d. In case of vacancy what is done ?

e. What salary does he receive ?

- 1.
- 2.

f. What are his duties ?

- 1.
- 2.

3. The Cabinet Members

a. What qualifications are required ?

- 1.

3. The Cabinet Members (continued)

b. How are they chosen ?

1.

c. What is the term of office ?

1.

d. What salary do they receive ?

1.

e. What duties do they perform ?

1.

f. List the cabinet departments in order of creation, include date of creation and name of the present Secretary.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

g. Explain the duties of each Cabinet position.

1. Secretary of State

a. Duties

2. The Secretary of the Treasury

a. Duties

g. Explain the duties of each Cabinet position.(continued)

3. The Secretary of War

a. Duties

4. The Attorney General

a. Duties

5. The Postmaster General

a. Duties

6. The Secretary of the Navy

a. Duties

7. The Secretary of the Interior

a. Duties

8. The Secretary of Agriculture

a. Duties

9. The Secretary of Commerce

a. Duties

10. The Secretary of Labor

a. Duties

4. Recent Changes in Executive Branch (1939)

a. Social Security Agency-- list five of its functions.

- 1.
- 2.
- 3.
- 4.
- 5.

b. Federal Works Agency--list three of its functions.

- 1.
- 2.
- 3.

5. The Executive Department and national defense

- a. Who has chief command of the Army and Navy?
- b. Who determines the size and strength of our military forces ?
- c. When was the Selective Training and Service Act passed ?
- d. Why was it necessary ?
- e. What did the Act require ?

6. The Government and Weights and Measures

- a. Why are weights and measures so important ?
- b. Who grants Congress the power to fix the standards of weights and measures ?
- c. What systems are legal in the United States ?
- d. What is the work of the Bureau of Standards ?
- e. Where are all the original units of weights and measures kept ?
- f. Where may duplicates be seen ?

7. Studies of Business.

- a. Why does Government issue facts on every phase of the nation's business ?
- b. Of what value is this material ?
- c. How may these reports be obtained ?

8. Studies of human affairs.

- a. What bureau conducts the most studies in the field of human affairs ?
- b. List some types of statistics which are collected.
- c. What does the National Resources Committee do ?

9. The distribution of information

- a. Through what means is valuable information distributed ?
- b. What agency does the government publishing ?
- c. If you wish a government report, to whom would you write ?

10. The office of Superintendent of Documents

- a. What does the Government Printing Office maintain in Washington, D.C. ?
- b. What type of printed material can be obtained from the Superintendent of Documents ?

11. Library of Congress

- a. This library can be used by whom ?
- b. What does it contain ?
- c. How many works does the Library contain ?

12. Smithsonian Institute

- a. When was it founded ?
- b. Who are the officers of the Institute ?
- c. What is its purpose ?

References:

- 1. Civics in American Life-- Edmonson-Dondineau
- 2. My Worth to the World---- Capen-Melchior
- 3. American Government --- Macgruder

Required Work:

1. Completion of the outline.
2. A collection of at least ten clippings relating to the work, places or activities of the Executive Department.

Optional Activities:

1. Prepare a paper entitled The White House.
2. Prepare a paper entitled Our President.
3. Plan a discussion based on the following statement;
"The term of office for the President of the United States should be extended to a single term of seven years and he should be made ineligible for re-election."
 - a. Smithsonian Institute
 - b. The Library of Congress
 - c. The American Indian Today
 - d. The United States Printing Office
 - e. The Making of Money
 - f. The United States Air Mail Service
 - g. Modern Methods of Warfare
4. Prepare an oral report on one of the following:

Part D- The Judicial Department

D. Our System of Federal Courts

1. Why we have courts

- a. What does the Constitution state about the judicial power of the United States ?
- b. What are the two chief duties of a court ?
- c. Why does the Federal Government have courts ?
- d. What is the purpose of the state courts ?

2. Justices of the Supreme Court

- a. When is the Supreme Court in session ?
- b. How many justices are there ?
- c. How are they chosen ?
- d. What is the term of office ?
- e. What salary do they receive ?
- f. What may a federal judge do after he has reached the age of seventy ?
- g. How may a judge be removed from office ?
- h. Where does the Supreme Court meet ?
- i. Give the names of the present Supreme Court judges.

3. Term of office

- a. Give three facts which make the judge independent.
 - 1.
 - 2.
 - 3.
- b. Why do the Supreme Court judges need to be independent ?

4. The Supreme Court in session
 - a. What seating plan do the justices use ?
 - b. Why is there no jury during their trials ?
 - c. At what time do the sessions begin and when do they end ?
 - d. What happens on Saturday mornings ?
 - e. When are public decisions announced ?
 - f. What vote is necessary for a decision ?
 - g. What is a written opinion ?
 - h. What is a dissenting opinion ?
5. Who may declare laws unconstitutional ?
 - a. Since all legislation must conform to the requirements of the Constitution, -who decides whether or not laws are constitutional ?
 - b. What vote is necessary to declare a law unconstitutional ?
 - c. Can unconstitutional laws be enforced ?
 - d. If a law has been declared unconstitutional, may Congress pass another law of the same nature?
 - e. In what year did the Supreme Court first declare a law unconstitutional ?
 - f. Have many or few laws been declared unconstitutional ?
 - g. When may the Supreme Court decide upon the constitutionality of state laws ?

6. Other powers and duties of the Supreme Court

- a. In what cases does the Supreme Court have original jurisdiction or authority ?
- b. In cases other than the above,- it is what kind of a court ?
- c. Who determines the extent of the powers of the Supreme Court ?
- d. What is the last court of appeal in the United States ?
- e. Who has pardoning power ?

7. The lower federal courts

a. District courts

1. How many district courts are there ?
2. What officials are necessary for each district ?
3. How are these officials chosen ?
4. What salary do the judges receive ?

b. Circuit Court of Appeals

1. Which is the higher court - the district or the circuit court ?
2. How many circuit courts are there ?
3. Why are they called circuit courts ?
4. What officials are necessary for a circuit court ?
5. What salary do they receive ?
6. How are they chosen ?
7. What is the work of the circuit court ?
8. Is a jury used in circuit courts ?

8. American Bill of Rights
 - a. What is the American Bill of Rights ?
 - b. What is the purpose of the Bill of Rights ?
 - c. If any individual feels his personal freedoms are infringed upon, what can he do ?
 - d. Why should every citizen know the contents of the Bill of Rights ?
9. Some constitutional guarantees of justice
 - a. List the four rights of an accused person.
 - 1.
 - 2.
 - 3.
 - 4.
10. The purpose of a trial by jury
 - a. What must a jury do ?
 - b. What does trial by jury mean in the United States?
11. Two kinds of juries
 - a. Grand Jury
 1. The grand jury may consist of how many persons ?
 2. What does the jury do ?
 3. In most states, how many jurors must agree before a person can be held for trial ?
 4. If the jury has as few as six members, how many jurors must agree before the accused can be held for trial ?

b. Trial Jury

1. How many persons usually serve on a trial jury ?
2. What does the jury do ?
3. Is the final session of a trial jury public or secret ?
4. How many jurymen must agree on the verdict ?
5. If agreement cannot be reached, what happens to the accused person ?

12. Advantages and disadvantages of the jury system

- a. Why was the establishment of the jury system considered a victory for the common people ?
- b. List four disadvantages of the jury system;
 - 1.
 - 2.
 - 3.
 - 4.
- c. What proposals have been suggested to overcome these disadvantages ?

13. Why we should serve on juries

- a. Is it possible for courts to function without juries ?
- b. Give two good reasons why citizens should be willing to serve on juries if selected.

14. Other rights protected by court

- a. May a person be compelled to be a witness against himself ?
- b. In early times, what methods were used to force

14. b.(continued)

criminals to confess their guilt ?

- c. What is the third degree ?
- d. Is its use approved of ?
- e. May the right to a trial by jury be denied or postponed ?
- f. Where must criminal cases be tried ?
- g. Why ?

References :

- 1. Civics in American Life-- Edmonson-Dondineau
- 2. American Government-----Macgruder
- 3. New Community Civics-----Hughes

Required Work:

- 1. Completion of the outline.
- 2. Organize all material on government unit into a booklet. Colored paper will be provided for a cover. Booklet is to contain a title page, a table of contents, and all required material.
- 3. Make a collection of clippings.

Optional Activities:

- 1. Write a paper on mediaeval justice.
- 2. Prepare a paper on the local courts.
- 3. Prepare an oral report on one of the following :
 - a. Oliver W. Holmes
 - b. Harlan F. Stone
 - c. John Marshall

Optional Activities: (continued)

4. An oral report on one of the following books chosen from the suggested reading list.

- a. Uncle Sam, Detective
- b. Here's to Crime
- c. We Who Are About to Die
- d. Twenty Thousand Years in Sing Sing
- e. You Can't Win
- f. Quicksands of Youth
- g. The Boys' Book of Policemen
- h. The Luck of the Mounted
- i. Within Prison Walls
- j. Policemen and Public

Suggested Reading List

- | | |
|-----------------------------------------------------------|-----------------------|
| 1. <u>Listen the Wind</u> | Lindbergh, Anne |
| 2. <u>Doctor-Here's Your Hat</u> | Jerger, Joseph |
| 3. <u>Alone</u> | Byrd, Richard |
| 4. <u>Grandma Called it Carnal</u> | Damon, Bertha |
| 5. <u>The Horse and Buggy Doctor</u> | Hertzler, Arthur |
| 6. <u>R.F.D.</u> | Smart, Charles |
| 7. <u>Moby Dick</u> | Melville, Herman |
| 8. <u>Madame Curie</u> | Curie, Eve |
| 9. <u>Life on the Mississippi</u> | Twain, Mark |
| 10. <u>An Adventure with a Genius</u> | Ireland, Alleyne |
| 11. <u>King Edward VIII</u> | Bolitho, Hector |
| 12. <u>Here's to Crime</u> | Cooper, Courtney |
| 13. <u>How Perry Won Japan</u> | Barrows, Edward |
| 14. <u>North to the Orient</u> | Lindbergh, Anne |
| 15. <u>Arctic Adventure</u> | Freuchen, Peter |
| 16. <u>Behind the Ballots</u> | Farley, James |
| 17. <u>Let Me Show You New Hampshire</u> | Bowles, Ella |
| 18. <u>We</u> | Lindbergh, Charles |
| 19. <u>The Man Without a Country</u> | Hale, Edward |
| 20. <u>Hillsboro People</u> | Fisher, Dorothy |
| 21. <u>Representative Cities of the United States</u> | Hotchkiss, Caroline |
| 22. <u>Personality of American Cities</u> | Hungerford, Edward |
| 23. <u>Great Cities of the United States</u> | Southworth and Cramer |

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|----------------------------------------------|-----------------------|
| 24. <u>The Promised Land</u> | Antin, Mary |
| 25. <u>Our Foreign-Born Citizens</u> | Beard, Annie |
| 26. <u>The Americanization of Edward Bok</u> | Bok, Edward |
| 27. <u>My Antonia</u> | Cather, Willa |
| 28. <u>American by Adoption</u> | Husband, Joseph |
| 29. <u>The Soul of an Immigrant</u> | Panunzio, Constantine |
| 30. <u>A Far Journey</u> | Rihbany, Abraham |
| 31. <u>From Alien to Citizen</u> | Steiner, Edward |
| 32. <u>On the Trail of the Immigrant</u> | Steiner, Edward |
| 33. <u>Curious Homes and Their Tenants</u> | Beard, James |
| 34. <u>Home Life in Colonial Days</u> | Earle, Mrs. A.M. |
| 35. <u>Mother</u> | Norris, Kathleen |
| 36. <u>Letters to His Children</u> | Roosevelt, Theodore |
| 37. <u>Twenty Years at Hull House</u> | Addams, Jane |
| 38. <u>Civics and Health</u> | Allen, William |
| 39. <u>A Mind that Found Itself</u> | Beers, Clifford |
| 40. <u>Louder, Please</u> | Calkins, Ernest |
| 41. <u>The Story of Foods</u> | Crissey, Forrest |
| 42. <u>Men Against Death</u> | de Kruif, Paul |
| 43. <u>Microbe Hunters</u> | de Kruif, Paul |
| 44. <u>Our Medicine Men</u> | de Kruif, Paul |
| 45. <u>Dr. Luke of the Labrador</u> | Duncan, Norman |
| 46. <u>Indian Scout Talks</u> | Eastman, Charles |
| 47. <u>How to Live</u> | Fisher and Fisk |
| 48. <u>Walter Reed and Yellow Fever</u> | Kelley, Howard |
| 49. <u>How the Other Half Lives</u> | Riis, Jacob |

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|--------------------------------------------|-------------------|
| 50. <u>Asylum</u> | Seabrook, William |
| 51. <u>Rhymes of a Red Cross Man</u> | Service, Robert |
| 52. <u>You Can't Win</u> | Black, Jack |
| 53. <u>A Laboratory Study in Democracy</u> | Bruner, Earle |
| 54. <u>The Boys' Book of Firemen</u> | Crump, Irving |
| 55. <u>The Boys' Book of Policemen</u> | Crump, Irving |
| 56. <u>Oliver Twist</u> | Dickens, Charles |
| 57. <u>Uncle Sam, Detective</u> | DuPuy, Richard |
| 58. <u>The Junior Republic: Its Work</u> | George, W.R. |
| 59. <u>Quicksands of Youth</u> | Hoyt, Franklin |
| 60. <u>The Flame Fiend</u> | Jameson, Hallie |
| 61. <u>The Pit</u> | Norris, Frank |
| 62. <u>The Luck of the Mounted</u> | Kendall, Ralph |
| 63. <u>Fires and Firefighters</u> | Kenlon, John |
| 64. <u>We Who Are About to Die</u> | Lamson, David |
| 65. <u>20,000 Years in Sing Sing</u> | Lawes, Lewis |
| 66. <u>The Standard Bearers</u> | Mayo, Katherine |
| 67. <u>Seventeen</u> | Tarkington, Booth |
| 68. <u>Captain Fallon, Fire Fighter</u> | Moroso, John |
| 69. <u>The Smoke Eaters</u> | O'Higgins, Harvey |
| 70. <u>Within Prison Walls</u> | Osborne, Thomas |
| 71. <u>Policemen and Public</u> | Woods, Arthur |
| 72. <u>At School in the Promised Land</u> | Antin, Mary |
| 73. <u>Child Life in Colonial Days</u> | Earle, Mrs. A.M. |
| 74. <u>Indian Boyhood</u> | Eastman, Charles |
| 75. <u>The Hoosier Schoolmaster</u> | Eggleston, Edward |

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| 76. <u>The Hoosier Schoolboy</u> | Eggleston, Edward |
| 77. <u>Glengarry School Days</u> | Connor, Ralph |
| 78. <u>The Varmint</u> | Johnson, Owen |
| 79. <u>Little Citizens</u> | Kelly, Myra |
| 80. <u>How to Use Your Mind</u> | Kitson, Harry |
| 81. <u>Emmy Lou</u> | Martin, Edward |
| 82. <u>Parnassus on Wheels</u> | Morley, Christopher |
| 83. <u>Jolly Good Times at School</u> | Smith, Nora |
| 84. <u>Rebecca of Sunnybrook Farm</u> | Wiggin, Kate |
| 85. <u>How to Win Friends and Influence People</u> | Carnegie, Dale |
| 86. <u>The Circuit Rider</u> | Eggleston, Edward |
| 87. <u>The Sky Pilot</u> | Connor, Ralph |
| 88. <u>The Great Stone Face</u> | Hawthorne, Nathaniel |
| 90. <u>The House on Henry Street</u> | Wald, Lillian |
| 91. <u>Inside Europe</u> | Gunther, John |
| 92. <u>Coniston</u> | Churchill, Winston |
| 93. <u>Mr. Crewe's Career</u> | Churchill, Winston |
| 94. <u>The Great Game of Politics</u> | Kent, Frank |
| 95. <u>The Boys' Own Book of Politics</u> | Shepherd, William |
| 96. <u>Your Congress</u> | Haines, Charles |
| 97. <u>American Presidents</u> | Moran, Thomas |
| 98. <u>Our Presidents</u> | Morgan, James |
| 99. <u>Justice to All</u> | Mayo, Katherine |
| 100. <u>Two Years Before the Mast</u> | Dana, Richard |

CHAPTER V

EVALUATION OF THE UNIT METHOD IN PROVIDING FOR INDIVIDUAL DIFFERENCES IN CIVIC INSTRUCTION

CHAPTER V

EVALUATION OF THE UNIT METHOD IN
PROVIDING FOR INDIVIDUAL DIFFERENCES
IN CIVIC INSTRUCTION

Observation during class activity periods.-- Never having used the unit type of assignment before, I was skeptical of the outcome. I was amazed to observe the pride which the pupils had in their handiwork, the time and the effort which they were willing to expend in compiling neat and attractive booklets, their enthusiasm over original work. They were not limited to the suggestions at the end of each unit, but were encouraged to plan original work projects which had to meet with my approval. Consequently, there was a display of soap carving, a clay bust of Washington, a model of Mount Vernon, dolls dressed in the styles of the 1790's, artistically done posters and pictures dealing with the unit on The Constitution. Each pupil gave a brief oral report on his original work or read any written paper prepared for that part of the assignment. The classes seemed to enjoy using the various reference books and pamphlets. Every other day, part of the period was given over to oral recitations, asking of questions, comparing notes, expressing opinions on reference books or subject matter,

and checking our class progress. Some naturally worked much faster than others; these people did more than one original project. The final check-up proved that more pupils achieved a better mastery of the material studied with this type of class activity than by using the daily assignment procedure. It is also clear that the function of the teacher, while important, is purely supplementary.^{1/} In other words, the pupil is the center of activity rather than the teacher, for during the class periods the teacher's chief duty is to guide and help those who need it.

There was a marked development in esprit de corps. The more capable assisted the less able; they inspected each other's work; they exchanged suggestions and were interested in connecting current affairs with the unit.

The death of Chief Justice Harlan F. Stone centered their attention on the Supreme Court. They evaluated the qualifications of the candidates mentioned as probable successors in the newspapers and formed opinions as to which one they would prefer. I explained briefly the late President Franklin Roosevelt's proposed plan to change the organization of the Supreme Court and then I directed a discussion on the pros and cons of the suggestion. Perhaps some of their opinions were far-fetched, but they indicated thought process. They began to bring in clippings based on the Supreme Court, and some showed signs of impatience because a Chief Justice was ^{1/} A.J. Jones, E.O. Grizzell, and Grimstead, The Principles of Unit Construction, New York: McGraw-Hill Book Co., 1939, p. 78.

not chosen immediately. They wanted to know "who was going to get the job," as one pupil expressed it. Our local courts received their share of attention, too. In the future, I shall attempt to get a judge, city or county solicitor, to come and explain fully our courts to the combined group.

The section based on the executive department proved especially interesting to the pupils. We contrasted the positions of the President of the United States, the King of England, the Prime Minister of England, and the Commissar of Russia. Oral reports on each were given, and class members contributed their knowledge. Some questions raised by the class were: Should the President receive more remuneration for his services ? If the President and Congress cannot cooperate sufficiently to insure needed legislation, what should be done about it ? Current events were stressed, i.e., proposed legislation before Congress, the coming November elections, and changing attitudes of political parties. By introducing controversial ideas, the pupils quickly took sides and avidly gathered news to back up their opinions. Harold O. Rugg says, "Young people grow in understanding only by participating in the study of the society around them." ^{1/} It seemed to the writer that the boys and girls were voluntarily acquiring knowledge and formulating opinions about the

^{1/} Harold O. Rugg, America's March Toward Democracy, Boston: The Athenaeum Press, 1937, page ix.

present political situation as a result of this assignment.

Much is said about the future voters, not always complimentary, but this can be said of them: they are intensely loyal to their own country. They certainly are subjected to multiple critical opinions of our government and those whose job it is to guide the destinies of this country. They may agree with some of these opinions, recognize the inefficiencies of our system, and rightly ask, "Why don't the voters do something about it?" My contention is that if modern youth is not all we would like it to be, it is because we as adults have failed miserably. Parents who openly brag of patronizing the black market and chiseling on the income tax returns, politicians who have publicly-known records of dishonesty, and grown-ups who flagrantly show their contempt of the law, do not provide an ideal atmosphere in which to develop good future citizens. The unit on Our Government gave us an opportunity to consider the qualities, which constitute good citizenship. I should like an accurate count of the number of times I asked the pupils if they were going to do better than our generation and to fulfill all the obligations of good citizenship. Their response was typical of the enthusiasm of youth; they were eager for the day to arrive when they could assume their civic responsibilities.

From my observation of classroom activity, it seemed to me the following aims were accomplished to a much greater degree

through the use of the unit assignment than by the daily assignment method:

1. Improvement in written work
2. Improvement in oral work
3. Increased ability to organize material
4. Greater knowledge and interest in current affairs
5. Improvement in classroom citizenship
6. Greater mastery of subject matter
7. Development of independent thinking

Classroom Citizenship.-- The classroom can and should be very instrumental in building correct attitudes of courtesy, care of property, behavior, work habits, cooperation, and responsibility. These attitudes are best developed through activity, not by just talking about them. It did not seem as though the pupils were obtaining enough training of this caliber under the regular classroom procedure, which consists chiefly of oral recitation and supervised study. The use of the unit method necessitates quite a different atmosphere; there is more moving about to obtain books and materials, more group activity, much more pupil participation, which results in more informality. If this type of work is to succeed, good classroom citizenship is a requisite, or bedlam would be the result.

Before we had our first activity period I carefully explained where all supplies, such as books, paper, scissors, rulers, ink, glue, crayons and paper punch were to be found. As my classroom has two large built-in bookshelves, built-in drawers, magazine shelves, two small tables, and a teacher's desk, I tried to scatter the supplies so that my pupils would become familiar with all classroom equipment, and would also avoid congestion at one point. They were told it was their privilege to get necessary materials or to consult a classmate quietly about the work without obtaining permission from me. They were requested not to be wasteful, and in the use of colored paper it was suggested that each one take but one sheet. When they were through using borrowed equipment, it was their responsibility to return it to the allocated spot. They were asked to take but one supplementary text at a time, and to return it before taking another. The warning bell at the end of the period was to be the signal that all borrowed supplies should be returned.

Even though I had private fears as to the outcome of this experiment, no indication was given to the class; it was just assumed that all would cooperate. It was interesting to watch group reactions as we launched on our project. Some forgot and asked permission to get materials; others looked very skeptical as they uncertainly spoke to a classmate about the work. The first day there was a rush at the beginning of the period to get the equipment they needed for their work.

I sensed they felt it was wrong, so said nothing, but waited for further developments. The second day, three of the group had the situation well in hand. Of their own volition they staggered the traffic, or one person would gather equipment for two or three. It was noticeable as time went on, that turns were taken in returning borrowed material. A fourth group needed teacher guidance to solve the problem.

I found it necessary to speak to each group about house-keeping problems, such as picking scrap paper from the floor, keeping the piles of unused paper neatly stacked, and leaving the room in good condition. Some were interested enough to ask which group was the best housekeeper.

There were some individuals who, at first, abused the privilege of speaking to a classmate. I had anticipated which ones would give trouble and spoke to them individually as the need arose. Class opinion is a strong factor in this type of informal discipline. Clowning or taking advantage of increased liberties met with disapproval on the part of most of the pupils. They liked this activity and did not want to forfeit it.

Along with my teaching I have office duties which sometimes necessitate leaving a class. If a group has developed good citizenship, its members will carry on their work just as quietly and just as industriously as if the teacher were present. If a group cannot be trusted while the teacher steps

out of the room for a minute or two, citizenship had not been developed. These four classes had caused me more anxiety in this respect than any others. With the use of the unit method they improved in self-management. One day I asked the sub-master to check on my class when he went by the room. He gave a very complimentary report. Another time, when it was mandatory for me to see a parent while one of my classes was in progress and the period ended before my return, a note was left on my desk stating, "Jerry acted as chairman, and we answered some of the questions." The pupils were very eager to get my reaction to this procedure. Frankly, I was proud of them.

On the whole, there was an improvement in classroom citizenship, and it was self-imposed rather than teacher-imposed.

Use of the School Library.-- We are fortunate in having a large, attractive, well-equipped school library, and, best of all, a full-time librarian who is very cooperative. Each fall she gives a brief course on Use of the Library to the members of grade nine. She welcomes and encourages people to browse through her domain.

All three units included in this paper require the use of the library. Our Government has a suggested reading list based on books to be found there. Many of the pupils selected their outside reading from this list. My Career made

necessary the use of the occupational file, which has very complete and up-to-date material. There, also, available to my classes, is the set of pamphlets, Careers, published by the Institute for Research located in Chicago. I planned to request that all books in the library which include any material about Laconia be put on a reserve shelf when we do the unit, Our City.

The interest in current affairs drew many of the pupils to the library to read the newspapers and weekly news magazines. There were times when the demand for this kind of reading was greater than the supply.

Integration with other courses.-- The two units used created much activity in other courses as well as my own. The English teacher read some of the written work passed in for my project and gave credit for it in her English classes. Some of the boys made projects in connection with their shop classes. The Home Economics teacher gave advice and aid to a girl who wished to dress dolls in the style of the 1790's. The Art teacher made it possible for some of the pupils who wished to make posters and drawings to use her equipment and do the work during their regular art period.

Weaknesses to be guarded against.-- The unit method worked well with the majority of pupils; however, there are a few tendencies to be watched for and overcome. Some of the slow learners wished to do several outside projects



instead of doing one to the best of their ability. In some cases, it took much persuasion to convince them that one carefully finished piece of work was more desirable than several hastily accomplished. The fact that some of the class were capable of doing several projects added to the difficulty of guidance in this situation.

The problem of the lazy pupil had to be solved. There are always those who plan to do just as little as possible. It may be that they do not receive the right motivation; it may be that there are physical reasons to explain their inertia; or it may be that they have had too much help in the past. At any rate, in the classroom situation, the lazy are always with us. I checked with other teachers to ascertain whether my loafers had that tendency in all classes. When I found this to be the case, a prodding program was put into practice. A child should not be allowed to do less than he is capable of doing.

General Conclusions.-- It seems to me that the unit method provides for individual differences more effectively than do other types of assignments. The flexibility of the unit makes it possible to take care of the advanced as well as of the retarded pupil. Each may work at a rate of speed best suited to his ability. In most public schools, it is the bright pupil who is neglected, while the teacher tries to aid those who have learning difficulties. This situation

is not likely to occur when units are used, as enough optional activities are provided to keep everyone busy. Test results showed a general rise in marks, proving that the majority mastered more subject matter under the unit assignment conditions. Out of this decidedly below-average group, a much smaller percentage failed than had previously failed when the regular daily assignment method was used.

"American education has been criticised for overemphasizing the development of personal efficiency, which has resulted in selfish individualism." ^{1/} This criticism would not hold true if one were evaluating the democratic practices put into effect by the unit assignment. The free exchange of opinion, the feeling of cooperation, the spirit of competition, the assuming of classroom duties and the sharing of materials with others did more to foster good citizenship and fellowship than an equal amount of time spent in reading or in discussing the traits of good citizenry would produce. This type of an assignment made possible civic training that is in accord with democratic ideals, and which is necessary if we are going to train our future citizens in such a way that, they will, we hope, build a better society than the present one.

^{1/} A.C. Bining and D.H. Bining, Teaching the Social Studies in Secondary Schools. New York: McGraw-Hill Book Company, Inc., 1935, p.385.

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